

Idaho Statute

Idaho Statute 33-1614 requires K-3 students in Idaho to be assessed as they develop critical reading skills. The purpose of the assessment, the Idaho Reading Indicator (IRI), is to indicate which children are most likely going to be at-risk of failure with skills that are prerequisite for being successful readers throughout life. As is written in the statute, "the state K-3 assessment test results shall be reviewed by school personnel for the purpose of providing necessary interventions to sustain or improve the students' reading skills."

Parental Support Activities

Encourage letter recognition at every opportunity - During stories or while driving.

Work with your child to break words into individual sounds (/c/.../a/... /t/).

Encourage your child to write letters and words and read what he/she has written.

Playing with words - Rhyming games, singing songs, and orally breaking words into syllables.

Read and have conversations about books with your child daily for at least 20 minutes.

Have your child read to you once he/she has become an independent reader.

Practice retelling stories with your child.

Makeup stories to develop your child's vocabulary, creativity, comprehension, and language development.

Have a variety of books available for your child or visit your local library.

Model good reading habits.

Optimism is the faith that leads to achievement, nothing can be done without hope and confidence.
~Helen Keller~

For more information you can contact
Stephanie Lee at 208-332-6903 or
slee@sde.idaho.gov.

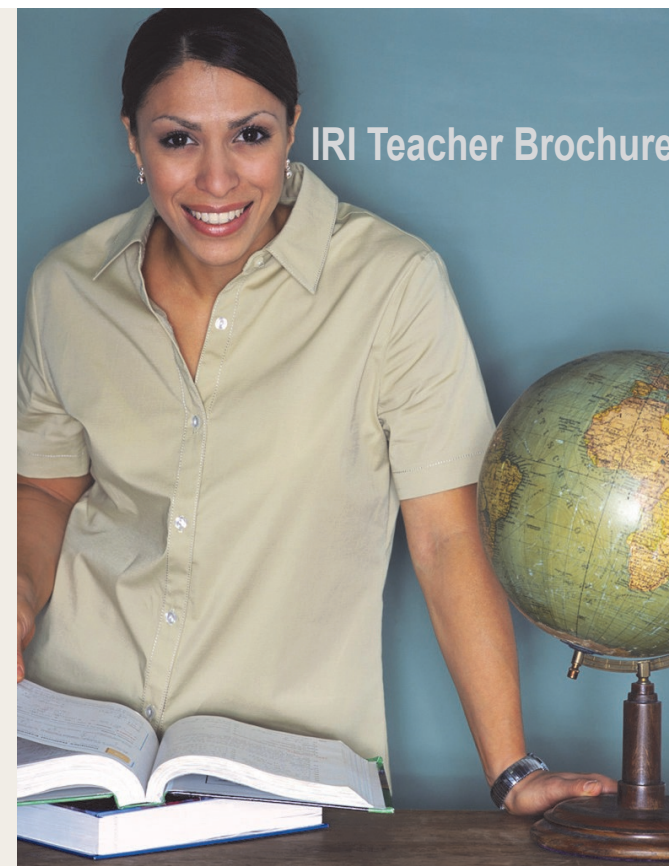
IRI Web Application, Forms, Trainings, and IRI
Results are on the IRI webpage:

http://www.sde.idaho.gov/site/reading_indicator/

650 State Street
Boise, ID 83720-0027
208-332-6800

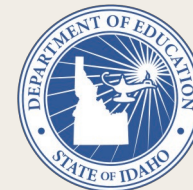


IRI Teacher Brochure



*Not too fast, not too slow,
Make few mistakes as you go,
Read as if talking to a friend -
It is what you know in the end!*

~Cristianne Lane



Idaho State Department of Education



You , the teacher, and the school are the best recourses for information relating to a students academic success.

Idaho Reading Indicator

What is it?

The IRI is a screening assessment given to Idaho students in grades K-3, at least twice a year, fall and spring.

The most critical skills used to predict future reading success are tested, by trained proctors, at each grade level.

What does it mean?

The IRI is a screening tool used to identify students' basic reading skills. It provides an early warning identifying students who might be "at risk" for reading difficulty.

Scoring and Subtest

Kindergarten >>>

FALL IRI SCORE BASED ON:

Letter Naming Fluency (LNF)

- Naming the correct case letter

Letter Sound Fluency (LSF) - Sounding out the correct letter

LNF Skill Level (Goal) = 11 (LSF assessed as a baseline measure)

SPRING IRI SCORE BASED ON:

Letter Naming Fluency (LNF)

- Naming the correct upper and lower case letter

Letter Sound Fluency (LSF) - Sounding out the correct upper or lower case letter

LSF Skill Level (Goal) = 30 (LNF assessed as a baseline measure)

1st Grade >>>

FALL IRI SCORE BASED ON:

Letter Sound Fluency (LSF)

- Sounding out the correct letter

Reading Curriculum Based Measures (RCBM) - Students read three similar passages, which are the same passages for each assessment. The median (middle) score from the three passages is the score that is recorded.

LSF Skill Level (Goal) = 31 (RCBM assessed as a baseline measure)

SPRING IRI SCORE BASED ON:

Letter Sound Fluency (LNF) - is also given in the spring as

another measurement of student growth.

Reading Curriculum Based Measure (RCBM) - is the indicator used to determine the spring score

2nd Grade >>>

FALL & SPRING IRI SCORE BASED ON:

Reading Curriculum Based Measures (RCBM)

Students read three similar passages, which are the same passages for each assessment. The median (middle) score from the three passages is the score that is recorded.

Fall RCBM Skill Level (Goal) = 54
Spring RCBM Skill Level (Goal) = 92

3rd Grade >>>

FALL & SPRING IRI SCORE BASED ON:

Reading Curriculum-Based Measures (RCBM)

Students read three similar passages, which are the same passages for each assessment. The median (middle) score from the three passages is the score that is recorded.

Fall RCBM Skill Level (Goal) = 77
Spring RCBM Skill Level (Goal) = 110

Kindergarten		1st Grade		2nd Grade		3rd Grade	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
LNF <i>Predictor</i>	LSF <i>Predictor</i>						
0-2 1	0-17 1						
3-10 2	18-29 2						
11 3	30 3						
LSF <i>Baseline</i>	LNF <i>Baseline</i>	LSF <i>Predictor</i>	RCBM <i>Predictor</i>				
0-0 1	0-30 1	0-19 1	0-27 1				
1-1 2	31-42 2	20-30 2	28-52 2				
2 3	43 3	31 3	53 3				
		RCBM <i>Baseline</i>	LSF <i>Baseline</i>	RCBM <i>Predictor</i>	RCBM <i>Predictor</i>	RCBM <i>Predictor</i>	RCBM <i>Predictor</i>
		0-0 1	0-51 1	0-26 1	0-67 1	0-48 1	0-81 1
		1-1 2	52-71 2	27-53 2	68-91 2	49-76 2	82-109 2
		2 3	72 3	54 3	92 3	77 3	110 3

All subtests (predictor and baseline measures) are uploaded in through the ISEE Portal

Winter Testing Dates: Discontinued (The Idaho State Department of Education recommends the Winter Benchmark Assessment be completed by the classroom teacher or school personnel trained in giving the assessment, using a grade level benchmark assessment.)

Word Definition >>>

Indicator: A gauge or predictor of reading ability or future reading ability.

Benchmark: An assessment with an expected level of proficiency taken three times a year - the IRI. Also referred to as an expected level of achievement that means a child is proficient, "He tested at benchmark, or at grade level."

Progress monitoring: The same type of assessment as the benchmark. It is given by a teacher or paraprofessional in between benchmark periods to track a child's growth in reading skills.